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| **Unit Overview** | | | |
| **Language and**  **Level / Grade** | Elementary | **Approximate Length of Unit** | 12 weeks |
| **Targeted Performance Level** | Novice Mid | **Approximate Number of Minutes Weekly** | 50 |
| **Theme/Topic** | Science & Technology: The Circle of Life | | |
| **Essential Question** | What is a life cycle?  Why does migration happen? | | |
| **Learning Scenario** | Students will begin by seeing a video that introduces them to the migration of butterflies. They will then begin to explore the lifecycle of the butterfly. They will be transformed into different types of butterflies and will be able to introduce and describe themselves saying where they are from. They will join the Monarch butterflies on their annual migration from Canada to Mexico and Spanish students will visit a Day of the Dead celebration where they will learn why butterflies are so important to this celebration. Finally, they will create a story that shares what they have learned about butterflies and their cycle of life. | | |
| **Goals** | **Learners will be able to:**   * identify where the Monarch butterfly is throughout the year * identify images from Monarch butterfly preserves in Mexico * sequence the life cycle of a butterfly * explain why a butterfly is important for the Day of the Dead celebration * describe butterflies and state simple facts about the butterfly | | |

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| **Connections to Standards** | | |
| **Cultures**  (Sample Evidence) | **Practices and Perspectives** | **Products and Perspectives** |
| Day of the Dead – preparing for spirits of departed loved ones to return  milkweed (butterfly) gardens – importance of food source | butterfly preserves and importance of preserving animals |
| **Connections**  (Sample Evidence) | **Making Connections** | **Acquiring Information and Diverse Perspectives** |
| life cycle (science)  habitats (science)  endangered species (science)  geography – Canada, US, Mexico | what a butterfly symbolizes in different cultures;  perception of death |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| language equivalent of “butterflies in your stomach” | Day of the Dead and Memorial Day |
| **Communities**  (Sample Evidence) | **School and Global Communities** | **Lifelong Learning** |
| Students prepare of paper or digital book that shares the life cycle and migration patterns of the Monarch butterfly. They share this with their parents and with other Spanish speakers in the school. | * Students self-assess progress on learning goals * They gain insights into the cycle of life |

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| **Summative Performance Assessment Tasks** | | | |
| **Interpretive Mode** | | | |
| Students will circle the correct image as a butterfly is described. They will select by size, color and life cycle stage. | Students will read words or phrases about butterflies and connect to the appropriate image. | |  |
| **Presentational Tasks** | | **Interpersonal Tasks** | |
| Students will work together to create a classroom or individual book that is brought home to be read to parents in the target language. Parents will sign that they have read the class book.  Teachers will use the time when students are working on book to do individual assessment of students on the unit goals. | | Each student will have a butterfly image – students will ask each other questions about their butterflies to see if they are similar or different. “Are you red?” So am I. Not me….. | |

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| **Language Toolbox** | | |
| **Language Functions/Can Do Statements** | **Related Structures / Patterns**  **(may vary by language)** | **Essential Vocabulary** |
| I can name and sequence the stages of a butterfly. | sequencing words  ordinal numbers | stages of a butterfly  colors  who is.../are you.../I am...  There is/are...Is/Are….?  cardinal numbers  ordinal numbers  seasons  months  migration  endangered  climate, loss of habitat, deforestation |
| I can answer informational questions about images of butterflies | Where do they live?  What color are they?  What do they do?  How many butterflies are there? |
| I can follow directions to color an image of a butterfly. | Commands (interpretive only) |
| I can ask and answer questions about my and other students' butterflies. | I am…  Are you…  adjective agreement |
| I can retell a familiar story when looking at pictures. | sequencing |
| I can retell a story when given either / or choices |  |
| I can match butterflies with their habitats and say where those butterflies live. | I live in  I come from |
| I can name foods from different Spanish-speaking countries. | In (country), I eat… |
| I can say where Monarch butterflies are in different months of the year. | In (month) I am in…  In (season) I am in… |
| I can state why butterflies are endangered. | Butterflies are endangered because of….. |
| I can locate key stages of the Monarch migration on a map and say when they are there. | The Monarchs are /in (Mexico) in….. |
| I can express having butterflies in my stomach in the target language. | I have |

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| **Key Learning Activities/Formative Assessments** | |
| **Key Learning Activity/Formative Assessment**  ***(representative samples from beginning to end of unit)*** | **Mode of Communication** |
| Act out the stages of the life cycle of a butterfly, saying the words, in response to audio and/or visual cues. | interpretive  presentational |
| Read *The Very Hungry Caterpillar* in the target language and then retell using culturally specific food that the Monarch might experience in Mexico. | interpretive |
| Paste pictures for each stage of a butterfly’s life next to appropriate words or write the appropriate word. Alternatively, draw and color the image that goes with the sentence that is presented on the page. | interpretive |
| Give students a map that shows the migration of the Monarch butterfly. Have students act out each stage. Have them “migrate” from one area to another. After each stage, have them comment on what they are doing –flying, eating, resting. | interpretive |
| Retell the story of Monarch migration based on visual cues. | presentational |
| Find out how many butterfly species there are. Post images of different butterflies, describe one of the butterflies and ask students to listen carefully. On the count of 3, have all students point to the correct butterfly. Give each student a different butterfly and describe | interpretive |
| Have students color a butterfly following the directions they are given. It might be easier for young learners to have a “color by number” approach allowing the teacher to use the actual terms while including the appropriate number in what is said. | interpretive |
| Give each student an image of a butterfly. Allow them to “meet” the other butterflies in the class asking for their name. Students should then take turns describing their butterfly to others. | presentational |
| Find your butterfly partner or group. Give each student an image of a butterfly, but make sure that there are pairs or groups of 3 or 4. Students circulate asking “Are you red?” They ask and answer questions until they find their partner. This can also be done with stages of life cycle and key events in Monarch migration. | interpersonal |
| Show the trailer for Flight of the Butterflies (<https://www.youtube.com/watch?v=Nww3L5b0wno>) with the sound off. Allow students to comment on what they are seeing. If students need support with vocabulary, provide either / or question options. “Are the butterflies flying or swimming?” | interpretive |
| Use images from Uncle Monarch and the Day of the Dead or a similar book to retell the story in Spanish. As students listen, they should act out parts of the story and/or have small images that they put in order as the story is told. | interpretive  presentational |
| Students will engage in a “mystery picture” game. Various pictures of unit related images will be hung in the room and numbered. The students will look at all of the images on a silent gallery walk as the teacher says a couple of things about each image. Then, each student must pick a picture and write down the number of that picture. Students then pair and take turns describing their number to a partner until the partner can guess the correct picture. | interpretive |
| Use images and videos from Butterfly webcams to introduce the stages of the life cycle. Allow students to study an image or time lapse for a couple of minutes. Tell them to think of words in Spanish that they might hear. Have key words/pictures on card. Ask “Did you hear…?” and pass out that card to a student. Tell a short “story”. Have students stand or move to front when they hear the word that is on their card in the picture. Have students retell the story looking at the cards and then again at the webcam images. Sample site:  <https://www.flmnh.ufl.edu/exhibits/always-on-display/butterfly-rainforest/feeding-station-cam/> |  |
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| **Resources**  (will vary by language) | **Technology Integration** |
| **All**  Comprehensive Thematic Unit (examples in Spanish, but useful to all languages for ideas)  Monarch Butterfly Thematic Unit – State of New Jersey - Janet Glass <http://www.state.nj.us/education/aps/cccs/wl/frameworks/wlo/monarch/page1.html>  English Book Titles – could be read by classroom teacher, during library time or by parents. They would not be used during language class.   * Uncle Monarch and the Day of the Dead by Judy Goldman * El Día de los Muertos (Scholastic) * La Mariposa by Francisco Jimenez   Website in English for information/enrichment outside of class  <http://www.learner.org/jnorth/tm/monarch/jr/KidsJourneyNorth.html>  **French**  The Caterpillar  <https://www.mheonline.com/program/view/1/9/68/0076114023/#program>  La chenille qui fait des trous  <https://www.youtube.com/watch?v=xBpHkMgWld8>  **Spanish**  The Caterpillar  <https://www.mheonline.com/program/view/1/9/68/0076114023/#program>  La Oruga muy Hambrienta Youtube  <https://www.youtube.com/watch?v=g11vCMejbD4>  La Mariposa Monarch – Pinterest board  <https://www.pinterest.com/lterrillindy/spanish-mariposa-monarca/>  Selection of Spanish and/or Bilingual books  <http://www.colorincolorado.org/leer/infantiles/dia_muertos/>  Plaza Sesame – Lola y los mariposas monarchas  <https://www.youtube.com/watch?v=zRiWEsdSaU4> | **Book Creator** – Students might retell story of life cycle or migration using this app.  **Sockpuppet or Voki** – Students introduce themselves as a butterfly  **Doodlebuddy** – Students draw images related to unit  **Tagxedo** – Students create a word cloud in the shape of a butterfly using words they have learned  **Timeline Builder** – Use iPad app to create the lifecycle of the butterfly |